DOCUMENT RESUME

ED 404 491 CE 073 440

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TITLE Career Portfolio for Learning Support Students. Level II.
INSTITUTION Bloomsburg Univ., PA.
PUB DATE 96
NOTE 153p.; For level I, see ED 391 066. Some pages are printed on colored paper and may not reproduce well.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS *Career Development; Career Education; Curriculum Based Assessment; Decision Making; Goal Orientation; Grade 9; Grade 10; High Schools; *Individualized Education Programs; *Portfolio Assessment; Portfolios (Background Materials); *Special Needs Students; Student Evaluation; *Vocational Education; *Vocational Evaluation; Vocational Maturity; Work Attitudes; Work Ethic

ABSTRACT

This second level of a portfolio for learners with special needs is intended for grades 9-10. A discussion of its conceptual design describes the four educational content areas from which it was developed (career development assessment, curriculum-based vocational assessment, community-referenced assessment, and work habits assessment) and four developmental growth strands woven into the content areas (cognition, thinking, affective, and psychomotor). A parent information sheet is provided. The portfolio is divided into the four educational areas. A Transition Portfolio form summarizes the content areas and establishes goals similar to the individualized education program (IEP) form used by Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth ideas to be assessed and developed. The portfolio consists of the following: (1) forms for four marking periods on which to identify level of attainment of goals, to plan for achievement of goals, to describe progress on goals, to list best works, and to make teacher comments and suggestions; (2) vocational curriculum-based assessment inventories for construction, sales and service, and manufacturing, repair, and restoration; (3) inventories for computer, study, and problem-solving skills; (4) community-referenced competency scales; (5) performance work habit rating form; (6) learner career data sheet; and (7) career experiences rating form. (YLB)

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ED 404 491

Career Portfolio for Learning Support Students

Level II

Bloomsburg University
Bloomsburg, PA

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Career Portfolio for Learning Support Students

Level II

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CE 073 440

Learners with Special Needs Portfolio

Assessment of student learning has for years been criticized. The typical procedure was to teach and then test, usually through objective testing. This problem is even more acute regarding the learner with special needs. The career development of the learner with special needs has been limitedly monitored in secondary education. That is, validated lists of competencies necessary for students with disabilities to make the transition from school to work are just being developed. The portfolio concept is an authentic approach that allows learners with special needs the opportunity to assess, plan, explore and make decisions relevant to a career/work decision. It is an excellent way for learners with special needs to developmentally explore the career decision-making process.

Bloomsburg University, Department of Communication Disorders & Special Education has developed a secondary portfolio for learners with special needs that provides authentic assessment and allows for input from all involved in the process. The portfolio has been designed for three educational levels (Level I, 7th-8th grades; Level II, 9th-10th grades; and Level III, 11th-12th grades). Levels I and II have been developed, with Level III (Cooperative Work/Graduation) currently being developed.

Portfolio Design

A portfolio for learners with special needs has been conceptually developed from the following four educational content areas: career development assessment, curriculum based vocational assessment, community referenced assessment, and work habits assessment. There are three developmental strands that are woven into the educational content areas. The three growth strands are cognition, affective and psychomotor development. These developmental growth strands relate to the three domains of learning (Cognitive, Bloom; Affective, Krathwohl; Psychomotor, Harrow).

The portfolio has been divided into the four educational areas with a Transition Portfolio form that summarizes the content areas and establishes goals similar to the IEP form used by the State of Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth areas to be assessed and developed. The portfolio, through on-going formative assessment, monitors the development process in these educational content areas.

The developmental growth strands are not explicitly identified but are implicit in each educational content area. That is, the portfolio process has been designed to develop thinking and provides opportunities for the learner with special needs to make appropriate career and job choices. The content areas of career development and work habits deal with the affective domain and include feelings of receiving, responding, and valuing. The curriculum based vocational area and the community referenced area provide the opportunity to acquire job related skills and require the learner with special needs to experience both the cognitive and psychomotor domains of learning. This process most certainly promotes thinking.

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Preface

The Portfolio for learners with special needs has been designed to comprehensively include the secondary grades of seven through twelve. Level I is devoted to grades seven and eight. Level II of the portfolio has been developed for grades nine and ten. The level II segment of the portfolio follows the same format and extends the conceptual design into grades nine and ten.

Level II of the Portfolio for learners with special needs does have some design differences. Instead of sequentially continuing the mathematical skills, the level II aspect of the portfolio introduces microcomputer skills that should be developed by learners with special needs. The rationale used for this change was that the mathematical skills found in the level I portfolio were comprehensive and would take the learner several years to accomplish. Also, the mathematical skills identified in the level I portfolio are sufficient to perform most occupational jobs with the exception of technically oriented work. The Reading Skills are replaced by Study Skills in the level II portion of the portfolio. The Study Skills represent the application of the Reading Skills.

The other change in design was to develop a level II that was more reflective of the learner's best works. That is, the level II requires that the learner engage in more applications and demonstrations of the concepts presented in level I of the portfolio. The level III segment of the portfolio will be developed for work study and the job applications of these concepts.

Conceptual Design

The Career Portfolio for Learning Support Students was conceptually developed from the following four educational content areas: career development assessment, curriculum based vocational assessment, community referenced assessment, and work habits assessment. There are four development strands that have been woven into the educational content areas. The four growth strands are cognition (identified as knowledge in the original proposal), thinking, affective and psychomotor development (identified as skills in the original proposal). These developmental growth strands relate to the domains of learning (Cognitive, Bloom; Affective, Krathwohl; Psychomotor, Harrow). This conceptual model has been displayed in Figure I.

The portfolio has been divided into the four educational areas with a Transition Portfolio form that summarizes the content areas and establishes goals similar to the IEP form used in the State of Pennsylvania for the learner with special needs. Each educational portfolio content area identifies educational and growth areas to be assessed and developed. The portfolio, through on-going formative assessment, monitors the development process in these educational content areas.

The developmental growth strands are not explicitly identified but are implicit in each educational content area. That is, the portfolio process has been designed to develop the thinking strand and provide opportunities for the learner with special needs to make appropriate career and job choices. The content areas of career development and work habits deal with the affective domain and include feelings of receiving, responding and valuing. The curriculum based vocational area and the community referenced area provide the opportunity to acquire job related skills, require the learner with special needs to use both the cognitive and psychomotor domains of learning, and most certainly promote thinking.

Career Approach

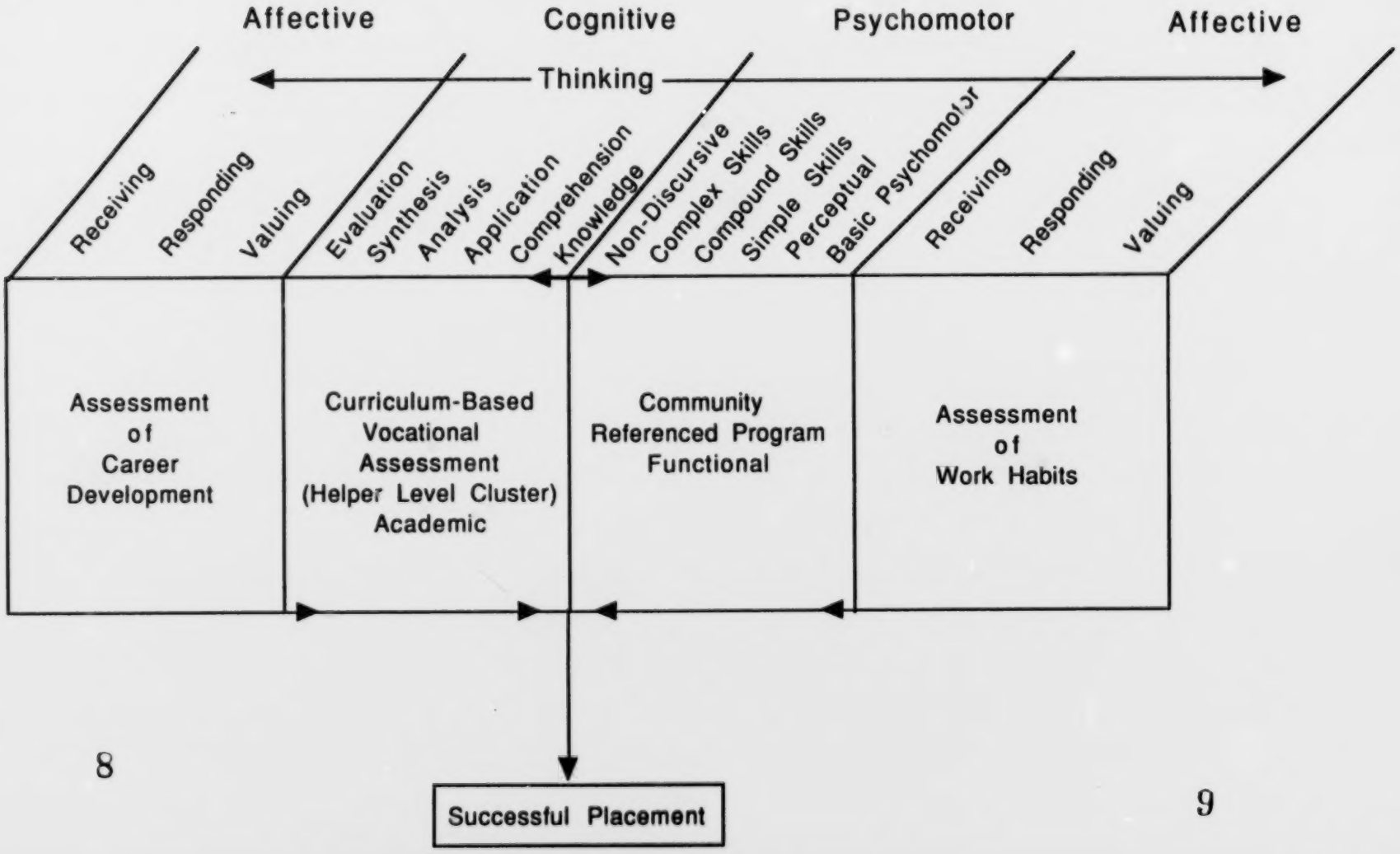
The Career Portfolio for Learning Support Students is a process that has been designed to allow learners to plan, explore and make appropriate career decisions about themselves. The Portfolio reflects the developmental career process of Donald Super (Levels I, II, III). The career theory of Super has been recognized for its significant contributions to the discipline of career education. This theory emphasizes that decisions are an on-going developmental process and are needed in order to understand the career progression of a person. His work deals with the need to explore how individuals prepare themselves to make career choices and how the educational process can help to achieve this end.

In order to effectively experience this developmental process, individuals need to plan, explore and make decisions. Planning involves gaining insights and knowledge about oneself. Exploring entails being exposed to appropriate activities, and decision-making is making choices based on information and the ability to think.

The Career Portfolio for Learning Support Students has been developed using the career concepts of Super. That is, it engages the learner to planning through the assessment process. This planning process includes the special needs learner, parents, teacher and significant others. It allows the learner to explore through the acquisition of cognitive, affective and psychomotor experiences which will naturally lead to acquiring successful experiences and provide for gaining insights about themselves. This process is especially reflected in the Community Referenced and Curriculum Based educational content areas. This guided planning and exploring leads to insightful decision-making and mutual goal setting. As stated before, the portfolio is developmental in nature and will be followed by one more level, Level III (11th-12th). These sequential levels of the portfolio will developmentally monitor the planning, exploring and decision-making process.

Figure 1
Conceptual Model Design

Special Needs Portfolio



Parent Information Sheet

Parent Name _____ Name of Student _____

Occupation(s) of Parent(s) _____

****

In order to effectively implement this portfolio, it is important that parents have input into the process and that educators understand the background and concerns of the parents. By answering these questions, a great deal of insight can be given into the realistic establishment of yearly goals and outcomes for your child.

1. Give parental skills that can be used to help your child during this school year.

_____
_____
_____
_____

2. How could you help in the implementation of these skills?

_____
_____
_____
_____

3. How would you like educators to communicate with you? (Please check)

_____ Home Visits
_____ Individual Conferences
_____ Telephone Calls
_____ Others (Please explain) _____
_____ Informal School Visits
_____ Group Conferences
_____ Report Cards

4. What are the most critical educational and career concerns that you have for your son or daughter?

_____
_____
_____
_____

5. Give your child's strengths.

_____
_____
_____
_____

6. Briefly tell about your family habits and customs.

_____
_____
_____
_____

7. How does the family support your son or daughter in terms of immediate needs (daily living) and long term needs (career opportunities)

_____
_____
_____
_____

TRANSITION PORTFOLIO

School District: _____

Student Name _____ Phone _____

Address _____ School _____

_____ Grade _____

_____

		Initiated	Duration
Date of Birth _____	Educational Placements _____		
Dominant Language _____	_____		
	_____		
	_____		
	_____		

Adaptations / Modifications _____

_____

_____

_____

Agency / Service Provider (Specify)	Type / Frequency of Service	Initiated	Duration

ASSESSMENT COMPONENT – APTITUDES

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year :_____) –
Objectives: – 1.
2.

Annual Goal (Year :_____) –
Objectives: – 1.
2.

Annual Goal (Year :_____) –
Objectives: – 1.
2.

Annual Goal (Year :_____) –
Objectives: – 1.
2.

Annual Goal (Year :_____) –
Objectives: – 1.
2.

ASSESSMENT COMPONENT – INTERESTS

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

ASSESSMENT COMPONENT – COMMUNITY REFERENCED

Manner of Data Collection	Dates	Manner of Data Collection	Dates
1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year: _____) – _____

Objectives: – 1. _____

2. _____

ASSESSMENT COMPONENT – ATTITUDES

	Manner of Data Collection	Dates		Manner of Data Collection	Dates
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

Annual Goal (Year :_____) – _____

Objectives: – 1. _____

2. _____

GOALS -- PROGRESS -- WORKS

(1st Marking Period)

Key
1 - Exposure
2 - Training
3 - Production
4 - Employability

A. Goals Related to Vocational Skills - **Level of Attainment**

1. _____ 1 2 3 4
_____
_____

2. _____ 1 2 3 4
_____
_____

3. _____ 1 2 3 4
_____
_____

4. _____ 1 2 3 4
_____
_____

5. _____ 1 2 3 4
_____
_____

6. _____ 1 2 3 4
_____
_____

7. _____ 1 2 3 4
_____
_____

8. _____ 1 2 3 4
_____
_____

B. How I Plan to Achieve Each Goal -

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. Progress on Each Goal -

1.

2.

3.

4.

5.

6.

7.

8.

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(1st Marking Period)

Key
1 - Exposure
2 - Completed w/ Supervision
3 - Independently Performed in School
4 - Independently Performed in Community Setting

A. Goals Related to Community Referenced Skills - **Level of Attainment**

1. _____ 1 2 3 4
2. _____ 1 2 3 4
3. _____ 1 2 3 4
4. _____ 1 2 3 4
5. _____ 1 2 3 4
6. _____ 1 2 3 4
7. _____ 1 2 3 4
8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. Progress on Each Goal -

1.

2.

3.

4.

5.

6.

7.

8.

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(2nd Marking Period)

Key
1 - Exposure
2 - Training
3 - Production
4 - Employability

A. Goals Related to Vocational Skills - **Level of Attainment**

1. _____ 1 2 3 4

2. _____ 1 2 3 4

3. _____ 1 2 3 4

4. _____ 1 2 3 4

5. _____ 1 2 3 4

6. _____ 1 2 3 4

7. _____ 1 2 3 4

8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

C. **Progress on Each Goal -**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(2nd Marking Period)

Key
1 - Exposure
2 - Completed w/ Supervision
3 - Independently Performed in School
4 - Independently Performed in Community Setting

A. Goals Related to Community Referenced Skills - **Level of Attainment**

1. _____ 1 2 3 4
2. _____ 1 2 3 4
3. _____ 1 2 3 4
4. _____ 1 2 3 4
5. _____ 1 2 3 4
6. _____ 1 2 3 4
7. _____ 1 2 3 4
8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. **Progress on Each Goal -**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(3rd Marking Period)

Key
1 - Exposure
2 - Training
3 - Production
4 - Employability

A. Goals Related to Vocational Skills - **Level of Attainment**

1. _____ 1 2 3 4
_____
_____

2. _____ 1 2 3 4
_____
_____

3. _____ 1 2 3 4
_____
_____

4. _____ 1 2 3 4
_____
_____

5. _____ 1 2 3 4
_____
_____

6. _____ 1 2 3 4
_____
_____

7. _____ 1 2 3 4
_____
_____

8. _____ 1 2 3 4
_____
_____

B. How I Plan to Achieve Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

C. Progress on Each Goal -

1.

2.

3.

4.

5.

6.

7.

8.

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
_____
_____

2. _____
_____
_____

3. _____
_____
_____

4. _____
_____
_____

5. _____
_____
_____

6. _____
_____
_____

7. _____
_____
_____

8. _____
_____
_____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(3rd Marking Period)

Key
1 - Exposure
2 - Completed w/ Supervision
3 - Independently Performed in School
4 - Independently Performed in Community Setting

A. Goals Related to Community Referenced Skills - **Level of Attainment**

1. _____ 1 2 3 4
2. _____ 1 2 3 4
3. _____ 1 2 3 4
4. _____ 1 2 3 4
5. _____ 1 2 3 4
6. _____ 1 2 3 4
7. _____ 1 2 3 4
8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

C. Progress on Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(4th Marking Period)

Key
1 - Exposure
2 - Training
3 - Production
4 - Employability

A. Goals Related to Vocational Skills - **Level of Attainment**

1. _____ 1 2 3 4

2. _____ 1 2 3 4

3. _____ 1 2 3 4

4. _____ 1 2 3 4

5. _____ 1 2 3 4

6. _____ 1 2 3 4

7. _____ 1 2 3 4

8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

C. Progress on Each Goal -

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

GOALS -- PROGRESS -- WORKS

(4th Marking Period)

Key
1 - Exposure
2 - Completed w/ Supervision
3 - Independently Performed in School
4 - Independently Performed in Community Setting

A. Goals Related to Community Referenced Skills - **Level of Attainment**

1. _____ 1 2 3 4
2. _____ 1 2 3 4
3. _____ 1 2 3 4
4. _____ 1 2 3 4
5. _____ 1 2 3 4
6. _____ 1 2 3 4
7. _____ 1 2 3 4
8. _____ 1 2 3 4

B. How I Plan to Achieve Each Goal -

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

C. **Progress on Each Goal -**

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

D. List some of your best works during this period. (Have some samples available to show.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

E. Teacher Comments & Suggestions -

F. Others' Comments & Suggestions -

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS: **Carpentry**
Plumbing/Heating
Electrical
Masonry
Horticulture/Landscaping/Gardening

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
1. Layout stock (wood) to length				
2. Layout stock (wood) to width				
3. Drill hole using hand held drill				
4. Drill using a drill press				
5. Secure drill in drill chuck				
6. Layout location of drill holes				
7. Cut metal using a power hacksaw				
8. Solder wire				
9. Cut metal using a cold chisel				
10. Dig and grade trenches				
11. Select material for concrete forms				
12. Strip, clean and store concrete forms				
13. Proportion material for concrete				
14. Mix concrete				

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS: **Carpentry**
Plumbing/Heating
Electrical
Masonry
Horticulture/Landscaping/Gardening

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
15. Repair masonry work				
16. Identify cement finishing tools				
17. Cut metal using oxyacetylene cutting equipment				
18. Set up oxyacetylene cutting equipment				
19. Thread with hand taps and dies				
20. Thread using pipe dies and taps				
21. Set up scaffold				
22. Drill holes using a brace and bit				
23. Select and use socket wrenches				
24. Select and use open-end box wrenches				
25. Use various types of hand cutters				
26. Use various types of pliers				
27. Inspect tools and equipment for safe operating conditions				
28. Inspect tools for safety				

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS: **Carpentry**
Plumbing/Heating
Electrical
Masonry
Horticulture/Landscaping/Gardening

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Pliers - slip joint				
2. Pliers - vise grip				
3. Pliers - channel lock				
4. Wrenches - socket				
5. Wrenches - allen				
6. Chisels				
7. Protractor				
8. Threading dies				
9. Threading taps				
10. Air gun				
11. Brace and bit				
12. Drill bit				
13. Grinder - hand				
14. Grinder - pedestal				

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS:
- **Carpentry**
- **Plumbing/Heating**
- **Electrical**
- **Masonry**
- **Horticulture/Landscaping/Gardening**

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
15. Tin snips				
16. Wire cutters				
17. Pipe wrench				
18. Soldering iron				
19. Propane torch				
20. Framing square				
21. Plumb Bob				
22. Concrete mixer				
23. Mortar board				
24. Rule brickspacing				
25. Chalk line				
26. Trowel - pointed				
27. Bolt cutter				
28. Soap stone				

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS: **Carpentry**
Plumbing/Heating
Electrical
Masonry
Horticulture/Landscaping/Gardening

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
29. Spirit level				
30. Pipe vise				
31. Tube cutter				
32. Serrated awls				
33. Flaring tool and block				

Vocational Curriculum Based Assessment Inventory
** Construction **

CLUSTER AREAS: **Carpentry**
Plumbing/Heating
Electrical
Masonry
Horticulture/Landscaping/Gardening

SCALE:

Knowledge and Comprehension: Ability to perform process with or without compensatory devices.

Application and Evaluation: Ability to decide which process should be used to solve problems presented.

Common Helper Level Math Competencies

	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Express fractions as equivalents		
2. Change whole numbers to fractions		
3. Round off decimal numbers		
4. Identify place value of decimals		
5. Perform division, multiplication of decimal numbers		
6. Use the table of decimal equivalents		
7. Perform simple percentages		
8. Read a volt meter		
9. Read an amp meter		
10. Measure time, speed		
11. Read a bar and circle graph		
12. Perform basic key functions using a calculator		
13. Measure and construct angles with a protractor		
14. Measure and identify pipe sizes		

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
1. Spray primer				
2. Remove body panels				
3. Service battery, replacement				
4. Use floor hoist, jacks & safety stands				
5. Raise vehicle				
6. Oil change - lube and filters				
7. Gap and replace spark plugs				
8. Inspect and replace air cleaner				
9. Replace battery cables				
10. Fill brake master cylinder				
11. Check brake hoses - lines - fittings				
12. Perform lube job				
13. Check power/manual steering fluid				
14. Change tires, rotate tires				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: Machine Shop
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
15. Replace belts				
16. Replace shock absorbers				
17. Check exhaust system for leaks				
18. Replace muffler, tailpipe, exhaust pipe				
19. Lubricate universal joints				
20. Test/install coolant, antifreeze				
21. Replace hoses (auto)				
22. Replace thermostat				
23. Remove and install starter				
24. Remove and install alternator				
25. Remove and install water pump				
26. Remove cylinder head				
27. Run engine check gauges				
28. Check/fill differential fluid				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
29. Remove power shaft/drive line				
30. Join metal (tack weld)				
31. Examine, identify metal				
32. Start, stop, restart arc weld				
33. Join metal - flat weld				
34. Identify, select, store electrodes				
35. Set up oxyacetylene cutting equipment				
36. Turn on/off, adjust flame - oxyacetylene equipment				
37. Cut steel with oxyacetylene equipment				
38. Braze weld				
39. Grind metal with power equipment				
40. Measure using a micrometer				
41. Dispose of trash or waste material				
42. Place oil absorbent on floor				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
43. Maintain a safe and clean work area				
44. Inspect equipment for safe operating conditions				
45. Identify and observe shop safety rules				
46. Cut metal with a cold chisel				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Wrenches - allen				
2. Micrometer caliper				
3. Protractor				
4. Threading dies				
5. Threading taps				
6. Air hoses				
7. Air gun				
8. Drill press				
9. Battery charger				
10. Battery jumper cables				
11. Creeper flat				
12. Jack stands				
13. Oil drain pan				
14. Parts cleaning tank				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
15. Adjustable wrench				
16. Oil filter wrench				
17. Bay lift				
18. Voltmeter				
19. Ohmmeter				
20. Lubrication equipment				
21. Hydrometer float (antifreeze tester)				
22. Wheel balancer, spin type				
23. Wheel lug wrench				
24. Tire service machine				
25. Exhaust safety hoses				
26. Tire bead expander				
27. Leak detector tank				
28. Feeler gauge				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
29. AC/DC welding machine				
30. Spanner wrench				
31. Pin punches				
32. C-clamp - large				
33. Utility light				
34. Orbital sander				
35. Air quick couplings				
36. Steam cleaner				
37. Helmet - welding				
38. Pop-rivet tool				
39. Slide hammer				
40. Oxyacetylene cutting/welding unit				
41. Magnetic pick-up tools				
42. Spark lighters				

Vocational Curriculum Based Assessment Inventory
** Manufacturing, Repair & Restoration **

CLUSTER AREAS: **Machine Shop**
Auto Mechanics
Auto Body
Diesel Mechanics
Welding

SCALE:

Knowledge and Comprehension: Ability to perform process with or without compensatory devices.

Application and Evaluation: Ability to decide which process should be used to solve problems presented.

Common Helper Level Math Competencies

	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Express fractions as equivalents		
2. Change whole numbers to fractions		
3. Round off decimal numbers		
4. Identify place value of decimals		
5. Perform division, multiplication of decimal numbers		
6. Use the table of decimal equivalents		
7. Perform simple percentages		
8. Read a volt meter		
9. Read an amp meter		
10. Measure time, speed		
11. Read a bar and circle graph		
12. Perform basic key functions using a calculator		
13. Measure and construct angles with a protractor		
14. Measure and identify pipe sizes		

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

CLUSTER AREAS: **Distributive Ed.**
Horticulture
Food Prep/Kitchen Helper
Cosmetology

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies

	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
1. Operate a credit card machine				
2. Manipulate cash register				
3. Determine amount of sales tax				
4. Record customer requests for merchandise				
5. Fill customer's orders				
6. Weigh out bulk orders				
7. Load delivery vehicle				
8. Secure business premises for the night				
9. Set out merchandise in a.m.				
10. Set up display				
11. Compute daily financial records				
12. Maintain personal hygiene				
13. Inspect facility to comply with health laws and regulations				
14. Demonstrate interpersonal skills				

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

CLUSTER AREAS: **Distributive Ed.**
Horticulture
Food Prep/Kitchen Helper
Cosmetology

SCALE:

Exposure: Step-by-Step demonstration has been presented by teacher or tutor through a sequential and developmental process.

Training: The learner is able to perform the task to instructor satisfaction only after receiving direct prompts on some or all steps.

Production: The learner is able to complete this task independently; however, he/she still lacks the speed and level of accuracy to be considered employable.

Employability: The learner is able to complete the task which meets industrial standards (normal rate) without error and independently for at least five consecutive trials.

Common Helper Level Vocational Competencies	Date Exposure Completed	Date Training Completed	Date Production Completed	Employability Completed
15. Inspect hand tools for safety				
16. Inspect equipment for safe operating condition				
17. Identify and observe shop safety rules				
18. Measure using a tape measure				
19. Dispose of trash or waste material				

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

CLUSTER AREAS: **Distributive Ed.**
Horticulture
Food Prep/Kitchen Helper
Cosmetology

SCALE:

Tool Recognition: Ability to recognize tools upon verbal and written command.

Tool Spelling: Ability to spell tool so others recognize their intent.

Tool Function: Ability to explain how and when specific tool should be used.

Tool Safety: Demonstrates ability to use tool in prescribed manner.

Common Helper Level Tools (Equipment)	Date Tool Recognition Completed	Date Tool Spelling Completed	Date Tool Function Completed	Date Tool Safety Completed
1. Display paper				
2. Sales checks				
3. Colored markers				
4. Gloves				
5. Measuring cups for dry and liquid measuring				

Vocational Curriculum Based Assessment Inventory
** Sales & Service **

CLUSTER AREAS: **Distributive Ed.**
Horticulture
Food Prep/Kitchen Helper
Cosmetology

SCALE:

Knowledge and Comprehension: Ability to perform process with or without compensatory devices.

Application and Evaluation: Ability to decide which process should be used to solve problems presented.

Common Helper Level Math Competencies

	Date Knowledge and Comprehension Completed	Date Application and Evaluation Completed
1. Express fractions as equivalents		
2. Change whole numbers to fractions		
3. Round off decimal numbers		
4. Identify place value of decimals		
5. Perform division, multiplication of decimal numbers		
6. Use the table of decimal equivalents		
7. Perform simple percentages		
8. Read a volt meter		
9. Read an amp meter		
10. Measure time, speed		
11. Read a bar and circle graph		
12. Perform basic key functions using a calculator		
13. Measure and construct angles with a protractor		
14. Measure and identify pipe sizes		

Computer Skills

	Date Exposed	Acceptable	Acceptable w/ Supv.	Poor
1. Recognizes parts of the microcomputer such as monitor, disk drive, disk, printer.				
2. Demonstrates how to turn on the computer.				
3. Can properly insert the disk.				
4. Demonstrates a knowledge of the computer's keyboard; can identify letter positions and functions.				
5. Demonstrates the use of a mouse.				
6. Demonstrates how to "boot up" a program.				
7. Demonstrates how to properly shut down the computer.				
8. Displays the use of simple computer terminology.				
9. Demonstrates an understanding of the proper care when using a computer.				
10. Displays the use of word processing to create, edit, save, copy, paste, etc.				
11.. Displays the use of spreadsheet by making simple lists and charts.				
12. Can identify and use simple computer software such as games and educational exercises.				
13. Displays a knowledge of how to print hard copies from the microcomputer.				
14. Displays a knowledge of how to retrieve and edit documents.				

Study Skills

I. Textbook Skills	Yes	No
A) Uses text clues		
1) Headings	_____	_____
2) Subheadings	_____	_____
3) Pictures	_____	_____
4) Graphs	_____	_____
5) Charts	_____	_____
6) Index	_____	_____
7) Glossary	_____	_____
8) Table of contents	_____	_____
9) Listed and numbered items	_____	_____
10) Bold face type	_____	_____
11) Italicized words	_____	_____
12) Asterisks	_____	_____
B) Identifies text structure		
1) Cause and effect	_____	_____
2) Problem/solution	_____	_____
3) Comparison/contrast	_____	_____
4) Sequential ordering	_____	_____
5) Descriptive	_____	_____
C) Uses various reading techniques		
1) Skimming	_____	_____
2) Scanning	_____	_____
3) Study-type reading	_____	_____
4) Other (specify) _____	_____	_____

D) Comments:

1) ____ Student: _____

_____

_____

_____

2) ____ Teacher: _____

_____

_____

_____

3) ____ Parent: _____

_____

_____

_____

II. Notetaking Skills

		Yes	No
A)	Takes accurate notes from:		
	1) Lecture	_____	_____
	2) Text	_____	_____
	3) Video	_____	_____
	4) Other (specify) _____	_____	_____
B)	Uses notetaking format		
	1) 2-column	_____	_____
	2) 3-column	_____	_____
	3) Other (specify) _____	_____	_____
C)	Uses abbreviations	_____	_____
D)	Identifies main ideas	_____	_____
E)	Specifies topic details for each main idea	_____	_____
F)	Categorizes information	_____	_____
G)	Summarizes notes using outline format	_____	_____
H)	Paraphrases notes	_____	_____
I)	Reviews notes periodically	_____	_____

J) Comments:

1) ____ Student: _____

_____

_____

_____

2) ____ Teacher: _____

_____

_____

_____

3) ____ Parent: _____

_____

_____

_____

III. Reference Skills

	Yes	No
A) Knowledge of various reference sources:		
1) Dictionary	_____	_____
2) Encyclopedia	_____	_____
3) Reader's guide	_____	_____
4) Card catalog	_____	_____
5) Atlas	_____	_____
6) Librarian	_____	_____
7) Computer	_____	_____
8) Other (specify) _____	_____	_____

		Yes	No
B)	Uses various reference sources:		
	1) Dictionary	_____	_____
	2) Encyclopedia	_____	_____
	3) Reader's guide	_____	_____
	4) Card catalog	_____	_____
	5) Atlas	_____	_____
	6) Librarian	_____	_____
	7) Computer	_____	_____
	8) Other (specify) _____	_____	_____

C) Comments:

1) ____ Student: _____

_____

_____

_____

2) ____ Teacher: _____

_____

_____

_____

3) ____ Parent: _____

_____

_____

_____

IV. Time Management/Organizational Skills		Home	School	Work
A)	Identifies tasks	_____	_____	_____
B)	Prioritizes tasks	_____	_____	_____
C)	Indicates materials needed for task completion	_____	_____	_____
D)	Specifies deadlines for task completion	_____	_____	_____
E)	Periodically monitors progress	_____	_____	_____
F)	Revises schedule accordingly	_____	_____	_____

G) Comments:

1) ____ Student: _____

_____

_____

_____

2) ____ Teacher: _____

_____

_____

_____

3) ____ Parent: _____

_____

_____

_____

Date: _____ Environment: ____ Home ____ School ____ Work
____ Other (Specify) _____

Problem Solving Skills

A) Identify problem situation: _____
_____
_____

B) Specify possible solutions:
1) _____
2) _____
3) _____
4) _____

C) Rank possible solutions (most appropriate alternatives first):
1) _____
2) _____
3) _____
4) _____

D) Choose the best possible solution: _____
_____

E) Indicate why you chose this solution: _____
_____

F) List when you tried to solve the problem: _____
_____

G) List result(s) of solution: _____
_____
_____
_____

H) Comments:

1) ____ Student: _____

_____

_____

_____

2) ____ Teacher: _____

_____ ____

_____

_____

3) ____ Parent: _____

_____

_____

_____

4) ____ Parent: _____

_____

_____

_____

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

Applied Physical Aptitudes

Can use physical skills to exhibit the following activities:	Among The Best	Acceptable	Acceptable w/ Supervision	Poor	Exposed	Physical Skill Problems
1. Performs daily physical functions such as dressing and eating without assistance.						
2. Displays good personal health.						
3. Displays good personal hygiene.						
4. Demonstrates good health practices.						
5. Recognizes own strengths and weaknesses.						
6. Engages in verbal communication with one person.						
7. Performs an oral presentation.						
8. Presents a nonverbal project.						
9. Demonstrates manuscript writing skills.						
10. Demonstrates cursive writing skills.						
11. Assembles large objects.						
12. Assembles small objects.						
13. Transports objects from one place to another.						
14. Effectively adapts physical skill to the task.						
15. Uses coordination to work with others.						

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Health Issues

The student will:	Place an X next to objective selected for plan.	Comments
1. Interpret the directions on a medicine label.		
2. Accurately complete various medical forms.		
3. Identify personal information used to complete dental and medical charts.		
4. Be able to identify and demonstrate the use of personal grooming and hygiene products.		
5. Describe specific physical symptoms to assist professionals in diagnosing an illness.		
6. Organize a personal information sheet necessary to complete health insurance forms.		
7. Demonstrate the ability to arrange appointments with professional health care services.		
8. Identify medications and differentiate between those that are taken internally or externally.		
9. Determine the need to ask why certain medications are prescribed.		
10. Recognize and respond to various emergency situations.		
11. Interpret medical insurance statements.		
12. Identify the rate of a normal pulse.		
13. Locate and record his/her pulse rate.		
14. Demonstrate how to use a sphygmomanometer to record and differentiate between high and low blood pressure readings.		
15. Calculate the number of calories in various meals.		
16. Evaluate different health insurance plans.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Health Issues The student will:	Place an X next to objective selected for plan.	Comments
17. Demonstrate the use of various measuring devices to gauge the dosage of liquid medications.		
18. List various time intervals in which medication should be taken based on the label directions (4 x/day, etc.).		
19. Differentiate between horizontal and vertical (i.e., eye examinations).		
20. Recognize various communicable diseases and their symptoms.		
21. Determine how stress may affect his/her health.		
22. Discuss teenage pregnancy and its problems.		
23. Identify signs and discuss issues related to teenage suicide.		
24. Identify signs and discuss issues related to sexual abuse and molestation.		
25. Summarize the effects of sun damage.		
26. Demonstrate the proper procedure for administering CPR.		
27. Differentiate between prescription drugs and over the counter drugs.		
28. Discuss steroids and their effect on the body.		
29. Identify community resources which provide information dealing with medical problems.		
30. Discuss issues related to the benefits of health insurance plans.		
31. Discuss issues related to the benefits of life insurance plans.		
32. Examine problems associated with the homeless.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Health Issues The student will:	Place an X next to objective selected for plan.	Comments
33. Examine problems faced by our aging population.		
34. Differentiate among common eating disorders.		
35. Discuss ways to avoid contracting AIDS/STD's.		
36. Discuss the effects of alcohol abuse.		
37. Discuss the effects of drug abuse upon themselves, their family and community.		
38. Examine the health hazards caused by air pollution.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Consumerism

The student will:

	Place an X next to objective selected for plan.	Comments
1. Read and interpret tags and labels on clothing and other items.		
2. Identify and differentiate between wants (luxury items) and needs (necessary items).		
3. Explain the difference between regular and sale priced items.		
4. Demonstrate how to open a checking account and make the appropriate transactions.		
5. Demonstrate how to open a savings account and make the appropriate transactions.		
6. Utilize correct techniques in writing checks and making deposits and withdrawals.		
7. Evaluate various resources for obtaining loans.		
8. Recognize information and items which should be retained in the home (i.e., insurance policies, leases, wage information, warranties, bills, etc.).		
9. Utilize the skills necessary in finding and renting an apartment (i.e., interviews, rental forms, telephone inquiry, classified ads).		
10. Illustrate how to follow instructions given in an owner's manual.		
11. Identify and read directions on labels, recipes and packages.		
12. Identify and determine the value of warnings on product labels.		
13. Locate merchandise and explain the necessary steps to order various items from a catalog.		
14. Demonstrate the steps in purchasing and the reasons for using a money order.		
15. Maintain a list of functional vocabulary words related to consumerism.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Consumerism

The student will:	Place an X next to objective selected for plan.	Comments
16. Summarize the services offered at a post office (i.e., first class mail, post cards, packages, money orders, registered mail, selective service forms, tax forms, change of address forms, post office box information).		
17. Read rebate forms and understand how to receive refunds.		
18. Match coupons with product labels.		
19. Compare two store circulars to find the better buy.		
20. Demonstrate how to use a MAC machine.		
21. Recognize the difference between brand name and generic products.		
22. Read and identify advertisements from newspapers and magazines related to buying and selling items.		
23. Develop and manage a household budget.		
24. Explain how to manage a checking account.		
25. Explain how to manage a savings account.		
26. Use coupons to receive rebates and discounts on food purchases.		
27. Examine various techniques used in shopping for a car.		
28. Demonstrate how to shop for food/household items.		
29. Learn the principles of buying on credit and using credit cards.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Consumerism

The student will:

	Place an X next to objective selected for plan.	Comments
30. Calculate sales tax on various items.		
31. Identify various forms of currency by size and denomination.		
32. Use coupons to purchase food items and calculate the discount.		
33. Read and calculate rates on telephone bills to verify charges.		
34. Given a water meter, indicate the correct reading.		
35. Given a gas meter, indicate the correct reading.		
36. Given an electric meter, indicate the correct reading.		
37. Demonstrate the ability to distinguish between estimated and actual charges on various bills received (i.e., gas, water, electric).		
38. Calculate grocery sales slips to check for accuracy.		
39. Explain the difference between lay-away and installment buying.		
40. Given a home magazine and varying interest rates, calculate the mortgage costs of various homes.		
41. Distinguish between the advantages and disadvantages of using various methods to heat homes.		
42. Learn to identify food additives and discuss their pros and cons (nutrasweet, saccharine).		
43. Learn about purchasing and identifying biodegradable products.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Consumerism

The student will:	Place an X next to objective selected for plan.	Comments
44. Distinguish between damaged and undamaged goods.		
45. Discuss issues related to housing.		
46. Explain the various modes of transportation.		
47. Discuss the need for financial planning and available financial services.		
48. Determine how to establish personal investments.		
49. Be made aware of consumer rights and responsibilities.		
50. Demonstrate how to open a savings account.		
51. Learn the principles involved in borrowing money.		
52. Plan intelligent choices regarding the spending of money.		
53. Learn to use personal resources (i.e., people, agencies, etc.) to gather information.		
54. Compare and contrast advertisements from the newspapers, radio and T.V.		
55. Learn to use a bus and properly follow a bus schedule.		
56. Identify various types of stores (i.e., discount, wholesale, retail, department, specialty, factory outlet, chains vs. independents) and their functions.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Employment & Employability

The student will:	Place an X next to objective selected for plan.	Comments
1. Accurately complete job application forms.		
2. Develop job interviewing skills.		
3. Demonstrate proper telephone communication skills.		
4. Construct a resume.		
5. Demonstrate how to apply for a selective service number.		
6. Locate and identify job service areas (i.e., job service center, Manpower).		
7. Visit and identify all services of JTPA and Job Service Center.		
8. Develop a listing of information sources which will assist in identifying various job opportunities in various community settings.		
9. Develop a listing of possible part-time and summer job opportunities in the community.		
10. Communicate his/her vocational interests and needs.		
11. Read and analyze information about the 15 career clusters.		
12. Demonstrate the ability to follow one-, two-, three- and four-step directions.		
13. Complete an employee eligibility and verification form.		
14. Demonstrate how to complete W2 forms.		
15. Calculate various payroll deductions (i.e., taxes, dues).		
16. Distinguish and calculate the difference between gross pay and net pay, given a check stub.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Employment & Employability

The student will:

	Place an X next to objective selected for plan.	Comments
17. Given a typical home budget, determine whether or not a worker's net pay is adequate to meet expenses.		
18. Demonstrate how to use a calculator for solving math problems (identify the math process).		
19. Demonstrate how to calculate overtime wages, pay raises, etc.		
20. Identify how employees earn money, including such items as piece rate, commission, salary, and hourly rate (calculations).		
21. Assess daily personal expenses encountered during a typical work day (i.e., transportation, lunch money, vending machines, etc.).		
22. Construct a list of fringe benefits and evaluate their impact on a personal budget.		
23. Given various priced items, determine final cost after applying an employee discount (i.e., percentage).		
24. Construct a list of charitable organizations and evaluate the impact of supporting these organizations on a personal budget.		
25. Identify the benefits of belonging to a credit union associated with their place of employment.		
26. Construct a list of hazardous jobs and identify specific hazards which may be encountered.		
27. Identify all flammable materials in a variety of vocational settings.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Employment & Employability

The student will:

	Place an X next to objective selected for plan.	Comments
28. Demonstrate the proper technique for lifting heavy items and identify potential problems which may be caused if lifting is done improperly.		
29. Identify simple machines and their impact upon work.		
30. Discuss the rigors involved in entering the work force.		
31. Assess the work force in the community and state.		
32. Visit various places of business.		
33. Visit the job center and describe the procedure for seeking a job.		
34. Explain the meaning of equal opportunity.		
35. Discuss issues related to sex discrimination.		
36. Group the classification of jobs into occupational clusters.		
37. Identify that achieving gainful employment will not jeopardize their monthly SSI checks.		
38. Identify the role of unions and their place in the work place.		
39. List behaviors and attitudes which foster productive relationships with co-workers, bosses and other employees.		
40. Describe the difference in being fired and being laid off.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Laws and Government

The student will:	Place an X next to objective selected for plan.	Comments
1. Read and interpret major components of a lease.		
2. Explain the advantages of establishing a good credit rating.		
3. Demonstrate how to complete loan applications.		
4. List the pros and cons of purchasing items on credit.		
5. Develop and/or apply a listing of functional vocabulary related to law and government.		
6. Following a correct speech format, write a persuasive speech on why he/she should be elected to public office.		
7. Collect and maintain a list of important phone numbers related to public assistance and law enforcement at the local, county and state levels.		
8. Write a letter to a local public official requesting information related to a pertinent issue of the time.		
9. Construct a chart of the legal drinking limits and list the effects of exceeding their personal limit.		
10. Discuss the effects of excessive drinking on themselves, family and community.		
11. Given current local and state laws, discuss the pros and cons of each issue.		
12. Given a common form of a contract, recognize and define generic contract terminology.		
13. Given a common form of a contract, identify his/her rights and obligations specified in the contract.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

The student will: **Laws & Government**	Place an X next to objective selected for plan.	**Comments**
14. Compare the roles of appointed and/or elected government officials.		
15. Practice taking a simulated driver's test in written and/or oral form.		
16. Given problems within the family structure and/or community, identify the proper authority to contact and the proper procedure for making contact (phone book - blue pages).		
17. Compute and determine qualification guidelines related to: public assistance forms, medical assistance forms, low interest loan forms, grants, fuel assistance programs, rent rebates, food stamp programs, SSI, WICK, and low rate home loans.		
18. Explain/discuss the reasons for and calculate problems related to: sales tax, occupational wage tax, state and federal income tax, school and property tax, fines and traffic violations, amusement tax, cigarette tax, alcohol tax, and gasoline tax.		
19. Discuss issues related to conservation laws.		
20. Discuss the garbage crisis and its effect on the local landfills.		
21. Discuss issues related to the environmental effects of nuclear waste.		
22. Discuss issues related to acid rain.		
23. Examine the problems related to poor water quality.		
24. Discuss regulations, the impact on homeowners, and the effect on local municipalities regarding septic systems and sewer systems.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Laws & Government

The student will:	Place an X next to objective selected for plan.	Comments
25. Discuss the regulations regarding hunting and the importance of maintaining a controllable deer herd.		
26. Explain the reasons why and how law enforcement officers administer breathalizer and urine analysis tests.		
27. Identify the importance of using biodegradable materials.		
28. Examine the importance of state food inspections and how they impact on the consumer.		
29. Discuss the process and importance of fingerprinting individuals.		
30. Explain the importance of taking a blood test prior to marriage and the possible health implications (disease, effect on children).		
31. Examine abortion issues as they relate to the law.		
32. Discuss the process involved in arresting an individual.		
33. Cite laws regarding drinking and driving.		
34. Discuss our justice system and how it affects citizens.		
35. Examine various jobs performed in the county court house.		
36. Demonstrate how to use various map skills.		
37. Discuss issues related to democracy and the voting process.		
38. Discuss the laws governing child abuse.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

The student will: **Laws & Government**	Place an X next to objective selected for plan.	**Comments**
39. Explain the possible effects of disobeying traffic laws.		
40. Discuss issues related to laws which deal with rape, sexual abuse and physical assault.		
41. Identify laws under local jurisdiction.		
42. Identify the city, mayor and city council members and discuss their roles.		
43. Identify and discuss basic federal laws.		
44. Identify the President, Vice-President, local U.S. Senators and U.S. Representatives.		
45. Explain current draft procedures and discuss the reasons for having a draft.		
46. Demonstrate how to use a voting machine.		
47. Discuss the jury selection process.		
48. Discuss the reasons for an absentee ballot.		
49. Discuss the effects of disobeying underage drinking laws.		
50. Discuss issues related to capital punishment.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Parenthood

The student will:	Place an X next to objective selected for plan.	Comments
1. Learn to read and interpret immunization charts.		
2. Describe what is involved in a child's physical examination.		
3. Learn to identify childhood diseases.		
4. Construct notes/letters to teacher and other authority figures.		
5. Learn to conveniently locate and use emergency phone numbers.		
6. Recommend a variety of ways in which physical and psychological needs can be met.		
7. Differentiate among statements of praise, criticism, and neutral statements.		
8. Verbalize responses to statements of praise and criticism.		
9. Learn to calculate the times in which certain medications should be administered (i.e., 2 or 3 x/day).		
10. Identify the basic items required for a new baby and estimate the potential expenses.		
11. Be able to discuss proper family planning.		
12. Identify the stages of child development.		
13. Select effective parenting skills.		
14. Learn about teenage parenting.		
15. Demonstrate how to complete childhood growth and development charts.		
16. Identify various support groups for needy children.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Parenthood

The student will:	Place an X next to objective selected for plan.	Comments
17. Learn to deal with various physical and emotional changes which occur during puberty.		
18. Demonstrate his/her knowledge of the generation gap.		
19. Determine differences among various day care centers.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

Leisure Time

The student will:	Place an X next to objective selected for plan.	Comments
1. Learn to read and utilize bus schedules.		
2. Prepare a list of qualities he/she would like in a heterosexual dating partner.		
3. Identify behaviors of others that bother him/her.		
4. Plan how to budget time effectively.		
5. Demonstrate how to use a TV guide.		
6. Locate and operate a public telephone.		
7. Develop newspaper reading skills (headlines, sports, classified, comics, entertainment, local news, etc.).		
8. Demonstrate the use of a telephone directory including both yellow and white pages.		
9. Demonstrate the ability to make long distance calls, including person-to-person, collect calls, and credit card calls.		
10. Maintain a personal phone directory.		
11. Demonstrate the proper behavior when eating at a fast food restaurant, full-service restaurant and/or cafeteria.		
12. Demonstrate various procedures used in planning a trip.		
13. Demonstrate how to calculate distances using a map.		
14. Estimate the time of a trip based on the distance and speed.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

The student will: **Leisure Time**	Place an X next to objective selected for plan.	**Comments**
15. Calculate the number of miles traveled per gallon of gasoline used on a trip.		
16. Estimate the total cost of a trip.		
17. Given a vending machine, demonstrate the ability to insert the correct change to secure an item.		
18. Calculate batting average.		
19. Calculate earned run average.		
20. Discuss the various recycling projects within the community.		
21. Be able to plan a balanced meal for breakfast, lunch and supper for each day of the week.		
22. Recognize situations involving physical hazards.		
23. Learn about planting and gardening.		
24. Demonstrate how to set up an aquarium.		
25. Given a camera, demonstrate how to load the film and take a clear picture.		
26. Identify locations where film is developed.		
27. Use a VCR to film classroom projects (i.e., interviews, role playing).		
28. Explain how to use an elevator.		
29. Demonstrate the use of public transportation.		
30. Construct a list of various hobbies.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

The student will: **Leisure Time**	Place an X next to objective selected for plan.	**Comments**
31. Relate various cultural spots (i.e., museums, parks, zoos) to their individual characteristics.		
32. List community recreational facilities and relate them to activities involved within each facility.		
33. Demonstrate the ability to locate and maneuver through an office building and/or other facility using a building directory.		

Community Referenced Competencies

SCALE:

1. **Exposure:**
2. **Completed with Supervision:**
3. **Independently Performed by Student in School:**
4. **Independently Performed by Student in a Community Setting:**

The student will: **Safety**	Place an X next to objective selected for plan.	**Comments**
1. Given an emergency situation, demonstrate the appropriate behavior.		
2. Demonstrate how to record an accurate telephone message.		
3. Given an iron, select the proper iron settings for a variety of fabrics.		
4. Given the time and distance, estimate the time of arrival at a pre-determined destination.		
5. Explain safe driving skills by using the Department of Motor Vehicles Driver's Handbook.		
6. Demonstrate the ability to locate and repair various objects (i.e., water valves, circuit breakers, etc.) which may cause minor home emergencies.		
7. Utilize rules about safety in school.		
8. Relate rules about safety on the streets to rules about safety in the community.		
9. Demonstrate an awareness of dangers and utilize precautions taken for protection in the community.		
10. Complete an accident report and follow the proper procedure after being involved in a traffic accident.		
11. Explain concepts about hunting education and firearm safety.		

Performance Work Habit Rating Form

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

_____ Formal Assessment
_____ Informal Assessment

Scoring Key:

1 - Best Work
2 - Acceptable
3 - Acceptable w/ Supervision
4 - Poor
5 - Not Applicable

The learner will complete a minimum of two activities in each educational activity area.

	Homework	Cooperative Class Projects	Industrial Arts Assignments	Individual Exhibits	Career Projects	Daily Living Schedule	Work Management/Class Schedules	Other:	Other:
1. Attendance and punctuality									
2. Speed in completing assigned tasks									
3. Accuracy of assigned tasks									
4. Neatness of work									
5. Shows ability to be flexible when tasks are varied									
6. Sticks to task until completed									
7. Initiates assigned tasks									
8. Relationship with fellow students									
9. Appearance									
10. Accepts constructive criticism and attempts to change									
11. Cooperates with teacher directions									
12. Continues to work in an acceptable manner even under pressure									
13. Follows directions to at least 3 steps									
14. Ability to demonstrate short-term retention									
15. Ability to demonstrate long-term retention									
16. Works to improve own skills and/or performance									
17. Sets realistic goals for the future									

Learner Career Data Sheet

Name _____

Date _____

	People Name the career people and the job they perform.	Data What are some of the skills needed to do this job?	Things What are the things used in this career.	What do I need to learn about this career?
Videotape/Movie/ Television				
Field Trips				
In-class Career Models (Resource People)				
Shadowing				
Community Volunteer				
Part-time Work Experience				

___ Parent ___ Teacher ___ Learner
_____ Specified Other(s)

Scoring Key

1 - Outstanding
2 - Acceptable
3 - Acceptable w/ Supervision
4 - Poor
5 - Not Applicable

Career Experiences

Learners will receive exposures in four of the six categories:

	Exposed	Knowledge of Purpose	Displayed Positive Attitude	Cooperated	Displayed Health & Safety Precautions	Displayed Courtesy	Learning Skills Acquired
Videotape/Movie/Television Exposures/Dates:							
Field Trips/Dates:							
In-class Career Models/Dates (Resource People):							
Shadowing/Date/Place/Person:							
Community Career Volunteer/Date/Place/Supervisor:							
Part-time Work Experience/Date/Place/Supervisor:							